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ABSTRACT

This book aims to introduce teachers and other educational practitioners to the concepts, operating principles, and teaching strategies of the adventure in the classroom (AITC) model. Adventure involves more than equipment, risk taking, or the outdoors. Adventure is a matter of significance, support, stimulation, and satisfaction--characteristics of quality education. The AITC model asks teachers to look beyond the appearance of adventure to these four qualities and to address them in classroom endeavors. Section 1 of the book describes the model, provides background on Project Adventure's history and development of AITC, and describes the context within which the model works--the community of adventure learners. Section 2 describes the theory and practice of three operating norms that are the foundation of AITC and guide the adventure learning community. These are: (1) the experiential learning cycle (activity, reflection, generalizing and abstracting, and transfer of learning); (2) challenge by choice (students choose to commit to challenging academic and personal goals); and (3) the full value contract (be here, be safe, set goals, be honest, and let go and move on). Section 3 outlines four primary strategies as vehicles of instruction: adventure activities, processing, team learning and teaching, and integrated curriculum. Appendices describe adventure activities for the classroom and sample units of study. Contains 90 references and descriptions of Project Adventure services and publications. (SV)

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